

Name: Tim
Date of Birth: July 4, 1985

Tim is a 16-year-old junior with a learning disability. He is fully included in general education classes. Tim takes a study skills/test taking class. He wants to graduate from high school and join the military. Tim's interests in building and repairing metal structures were developed from his father's career working with Sears as an appliance repairman. After his parents divorced 3 years ago, Tim assumed many of the family responsibilities. He prepares dinner and lunches for his three little sisters as his mother is a nurse and works in the evenings. He struggles to prioritize his daily activities and responsibilities. Tim tends to focus on the more mechanical activities and often overlooks his daily household chores. Tim wants to graduate from high school but struggles to see how reading *The Crucible* will help him in the Navy as a ship mechanic. Tim participates in wrestling and is very health conscious. He is quite knowledgeable about diet and nutrition.

Tim drives his mother's car and takes his sisters to various activities, but he is eager to obtain a vehicle of his own. His mom made it clear that in order for him to get his own car, Tim must be financially able to cover all related expenses above and beyond just the purchase of the car. Tim's mom has come to depend on him for maintaining the family structure. She is discouraging him from joining the Navy. He enjoys building things and has established himself as the neighborhood repairman. He is often paid for his efforts and has recently opened a bank account. Tim hopes to one day get married and have a family of his own.

Student Name: _____ IEP Date: _____

Student Name Tim			Date of Meeting February 6, 2002	
Student Demographics				
DOB April 4, 1985	Age 16	Grade 11	Home Language English	LEP [] Y [X] N
School of Residence Shipmore Academy	School of Attendance Shipmore Academy		Language of Instruction English	Category of Eligibility & Service Type SLD
Parent/Guardian Ann	Home Address 204 Axle Road		Home Phone 602-222-2222	Work Phone 602-222-2227

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Tim	2/6/02
Parent/Guardian/Surrogate	Ann	2/6/02
LEA Representative	Lucy	2/6/02
Special Education Teacher	Patty	2/6/02
Regular Education Teacher	Ida	2/6/02
Individual to interpret the results of the evaluation	Sigmund	2/6/02
Agency Representative		
Interpreter _____ language		
Other Navy Recruiter	Rita	2/6/02
Other Vocational Education Director	Katie	2/6/02

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Tim wants to graduate from high school and join the Navy. Tim enjoys wrestling, nutrition, repairing appliances, and working out. He is independent in all daily living skills areas, and does a great job of taking care of his younger siblings. Eventually, Tim would like to get married and have a family of his own. Tim has been saving money to purchase a car. He wants to live on the base upon graduation from high school and acceptance into the Navy.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Tim is a very responsible man. He is currently functioning at the high Essentials level of the Arizona Academic Standards in reading and writing, and at the low Essentials in math, as is evidenced by classroom work and teacher observation. In reading, Tim has been working on summarizing, drawing conclusions, making inferences, and differentiating fact from opinion. Tim is learning more skills in recording messages, writing directions, and completing applications. These skills will be important as he enters the world of work as well as for such things as car loans and home mortgages. He is also improving his ability to write a personal experience, including a plan, developing characters, describing the setting, and including dialogue. He has been encouraged to use situations from wrestling or his vocational classes when writing, as he is interested in both activities. In math, Tim has been learning about three-dimensional geometric figures with special attention to applying the geometric properties and relationships to real-world situations. With his interest in fixing appliances, this skill is especially important. He is taking a study skills and test taking class to help him with his organizational skills. Tim works well in groups, especially with hands-on assignments. He has two years until he graduates from high school. Tim is a self-starter and works well independently. He is involved in the wrestling team and enjoys repairing general appliances for his family and neighbors. He is known to be the neighborhood fix-it man and has begun investing some money he has earned into a bank account so that he can buy a car.

Tim has a lot of responsibility around the house, as his mother works in the evenings. He helps his siblings by preparing their meals, driving them to various activities, and helping them with their homework. He also performs a lot of the chores around the house to keep it clean and safe. Because of Tim's personal interest in nutrition, he always shops for and prepares well-balanced meals for dinner, and packs lunches for his sisters which are healthy.

With everything that Tim is involved in, Tim has difficulty prioritizing home and school activities. He would benefit from instruction in determining priorities, including the use of a daily organizer/planner. During his junior year, Tim will need to take the ASVAB and use those scores for placement in the military. Tim needs to understand how academic work applies to his future career goals. He would benefit from counseling to address the balance of home, school, and social responsibilities.

Tim is certain the Navy is the appropriate career path for him. The structured environment would certainly enhance his learning style and organizational skills. Tim is interested in taking a self-advocacy class so he can speak with mom about his desires for joining the Navy as well as be able to address needs as they arise as he enters that type of work environment.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: 14 School Year: '99-'00	Age: 15 School Year: '00-'01	Age: 16 School Year: '01-'02	Age: 17 School Year: '02-'03	Age: _____ School Year: _____
English I	English II	English III	English IV	
Algebra	Geometry	Consumer Math	Study Skills/Test Taking	
Earth Science	Biology	Construction II (1 st semester)/Weight Training (2 nd semester)	American Government, Free Enterprise	
Health/Physical Education	World History/Geography	American/U.S. History	Welding Class	
Career Education	Home Economics (1 st semester)/Construction I (2 nd semester)	Auto I (1 st semester)/Auto II (2 nd semester)	Work experience in the community	
Study Skills/Test Taking	Study Skills/Test Taking	Study Skills/Test Taking		

Additional Educational Opportunities:

Participate in early basic training (ROTC) and continue on the wrestling team. VICA with the assistance of his vocational

education advisor. Auto mechanics earns concurrent enrollment through the local community college. Off campus work experience will earn

elective professional work experience credit – investigate an internship at Home Depot.

GRADUATION PLAN: (optional)

Total Number of credits required by this school for graduation: 21 Anticipated month and year of graduation: May, 2003

Will this student graduate with fewer credits than required of other students? _____ Yes X No

If yes, identify graduation adaptations: _____

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ Yes, Date: 02/06/02

☐ Guardianship legally held by other _____

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Take ASVAB tutorial *Investigate how to open a small business *Enroll in a self-advocacy class	*Tim *Tim, local Chamber of Commerce *Tim, Independent Living Center	*Tim *There is no expense for researching this *Tim, ILC
Community Experiences:	*Volunteer at the Community Center as a repairman *Conduct informational interviews with all areas of the armed services	*Tim *Tim, Armed Services Recruiter	*Tim *Armed Services Recruiter-there is no expense for this
Employment:	*Meet with Youth Program at One Stop Center for summer employment *Receive employment skills training (resume writing, application, interview) *Obtain ½ day work study experience in community in area of interest	*Tim, Job Services Counselor *Tim, School *Tim, Vocational Education Teacher	*Tim, Arizona One Stop Center Summer Youth Work Program *School *School
Related Services:	*Suggest family counseling/parent counseling	*Tim, mother, Family Services Agency	*Tim and Tim's mom
Post-secondary training and Adult Living:	*Obtain assistance in filing taxes. *Investigate the benefits and military lifestyle *Explore auto purchase vs. lease plus auto insurance	*Tim, mother *Tim, Armed Services Recruiter *Tim, mother	*Tim, mother *Armed Services Recruiter-there is no expense for this *There is no expense for researching this
Daily Living (if appropriate):	*Develop personal budget *Learn to use personal planner/daily organizer	*Tim, Bank Financial Advisor *Tim, School	*Tim's mom, bank *School
Functional Vocational Evaluation (if appropriate):	*Review CHOICES to reaffirm career goals *Conduct formal aptitude test	*Tim, Guidance Counselor *School Psychologist	*School *School

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Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Summer employment	AZ One Stop Center Summer Youth Program	Tim, April '02	Summer '02	Part-time employment in field of interest
'01-'02	Self advocacy skills	Independent Living Center	Tim, May '02	Summer '02	Attend class and learn ways to approach mother and future employer on desires, needs
'01-'02	Counseling	Family Service Agency	Tim and Tim's mom, April '02	Summer '02	Receive family counseling for grieving and support issues
'01-'02	Small business development/ entrepreneurship	Chamber of Commerce	Tim, April '02	Summer '02 through completion of research	Understand process, procedures and requirements of operating a small, independent business
'02-'03	Investigate lifestyle of armed services	Armed Services Recruiter	Tim, September '02	Fall '02 through completion of research	Know Navy and other armed service branches to verify career choice
'02-'03	Summer employment	AZ One Stop Center Summer Youth Program	Tim, April '03	Summer '03	Employment in field of interest

If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.

Family Service Agency was contacted to attend the meeting. They sent a flyer on services and eligibility criteria for youth and family counseling. Counseling by Tim and his mother will assist them as Tim seeks to pursue a career and his mother works to re-create the family structure in his absence.